

PERFORMANCE ASSESSMENT *EXAMPLE*

STEP 1: GETTING STARTED—WHAT AREA OF HEALTH DOES THIS PROJECT ASSESS? WHAT STANDARDS AND OUTCOMES DOES IT RELATE TO? WHY IS IT IMPORTANT? WHAT IS THE FOCUS OF THE PROJECT?

TITLE OF ASSESSMENT: Delaying Sexual Intercourse

RECOMMENDED GRADE LEVEL: Middle School **CONTENT AREA:** Sexual Health

EMPHASIS: Core Concepts, Advocacy

VERMONT STANDARDS/EVIDENCE	HEALTH OUTCOMES
1.15 Students use verbal and nonverbal skills to express themselves effectively.	Demonstrate support for others to make positive health choices.
3.5 Students make informed healthy choices that positively affect the health, safety, and well-being of themselves and others.	Identify the benefits of abstaining from/delaying sexual intercourse and setting sexual limits. Identify the life-altering changes that can result from early pregnancy and/or STI/HIV.

WHY IMPORTANT? More than one million teenagers will become pregnant this year in the United States. Eighty-five percent of these pregnancies will be un-planned. Teens are in urgent need of both information and skills that help them make healthy choices about their sexual behavior. In this task, students will explore risks and advocate for delaying sexual intercourse.

FOCUS OF PROJECT: In this task students will create a public service message directed at teens that will advocate the benefits of delaying sexual activity.

STEP 2: CONSTRUCT THE PROMPT OR ITEM

PROJECT DESCRIPTION: Many teenagers begin a sexual relationship without thinking of the physical, emotional, or social consequences of their actions. Then they often find themselves in situations that they are not ready to handle.

YOUR CHALLENGE/REQUIREMENTS: Your challenge is to create a public service message directed at teens that will advocate the benefits of delaying sexual activity.

TIME: *This performance task is to be completed over two-three class periods. Students will be given the opportunity to develop a draft and receive feedback from the teacher or other students and then develop a final project. Students will also present their project to the class.*

MATERIALS: *Students will need paper and pencils, and any props necessary to present their television commercial.*

PROJECT OPTIONS: *radio ad* _____ *skit* _____
TV commercial _____
play _____

STEP 3: DETERMINE CRITERIA FOR SUCCESS—YOU WILL BE ASSESSED ON YOUR ABILITY TO SHOW CONCEPTS AND SKILLS FOR HEALTHY CHOICES ABOUT SEXUAL BEHAVIOR. YOUR PROJECT MUST INCLUDE AN ORAL PRESENTATION (PLAY, SKIT, RADIO ADVERTISEMENT) TO BE PRESENTED TO THE CLASS AND A WRITTEN SCRIPT.

CORE CONCEPTS


PROJECT MUST INCLUDE THE FOLLOWING:	KEY CRITERIA FROM CC RUBRIC:
<ul style="list-style-type: none"> risk factors associated with teen sexual activity emotional issues associated with sexual behavior 	<ul style="list-style-type: none"> Provide accurate and comprehensive information. Show relationships between concepts.

ADVOCACY

PROJECT MUST INCLUDE THE FOLLOWING:	KEY CRITERIA FROM AV RUBRIC:
<ul style="list-style-type: none"> a clear, health-enhancing message to others <ul style="list-style-type: none"> discouraging pressure to engage in sexual activity promoting alternatives to sexual behavior in relationships 	<ul style="list-style-type: none"> Show awareness of audience. Take a clear, health-enhancing stand.

Student Response

Sexual Health

SCALE	SCORE	COMMENTS
 Advocacy	3	Health-enhancing position stated; response provides mostly data; lacks strong conviction.

- you have the right to say NO.
 - you use it.
 - you could get Aids or A STD!
 - Self esteem might drop.
 - Body isn't done developing into an adult yet.
 - might be worried for a while about diseases after sex.
 - could have a baby while you are still in school.
 - you not an adult when you have sex

Just NO

to premarrital sex

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TITLE OF ASSESSMENT: Analyzing and Accessing Physical Fitness Programs

RECOMMENDED GRADE LEVEL: High School **CONTENT AREA:** Physical Activity

EMPHASIS: Core Concepts, Accessing Information

VERMONT STANDARDS/EVIDENCE	HEALTH OUTCOMES
3.5 Students make informed healthy choices that positively affect the health, safety, and well-being of themselves and others.	Describe the components of physical fitness: cardio-respiratory endurance.
ccc. Demonstrate the ability to evaluate resources from home, school, and community that provide valid health information.	Analyze physical activity products and programs for safety, effectiveness, and cost.

WHY IMPORTANT? To maintain health, people need to participate in regular fitness or wellness programs. Schools, hospitals, companies, public interest groups, and community agencies often offer these programs.

FOCUS OF PROJECT: Students will research various programs and do a presentation contrasting at least three positive aspects of three programs.

STEP 2: CONSTRUCT THE PROMPT OR ITEM

PROJECT DESCRIPTION: Schools, hospitals, public interest groups, community agencies, and private companies offer fitness or wellness programs. What are the major components of a fitness program? How can you tell which ones are the best or will meet your fitness needs?

YOUR CHALLENGE/REQUIREMENTS: Your challenge is to describe the program components of fitness. Then gather information about at least three fitness programs offered in your community and write a report comparing and contrasting them.

TIME: *This performance task is to be completed over multiple class periods. Students will spend time outside of class working on the task.*

MATERIALS: *Students will need access to sources, such as the library, Internet, phone numbers/ names for information on various fitness programs offered in their area. Students will also need computers (word processor and/or PowerPoint program) or paper, pens, poster board, etc. for report and presentation.*

PROJECT OPTIONS: *written report* _____
oral report _____

STEP 3: DETERMINE CRITERIA FOR SUCCESS—YOU WILL BE ASSESSED ON YOUR ABILITY TO SHOW CONCEPTS AND SKILLS THAT PROMOTE PHYSICAL FITNESS. YOUR PROJECT MUST INCLUDE EVIDENCE OF THE RESEARCH YOU DID, COMPARISON OF AT LEAST THREE PROGRAMS, AND THREE POSITIVE ASPECTS OF EACH PROGRAM YOU DESCRIBE.

CORE CONCEPTS


PROJECT MUST INCLUDE THE FOLLOWING:	KEY CRITERIA FROM CC RUBRIC:
<ul style="list-style-type: none">• elements of fitness• importance of qualified personnel• important aspects of a fitness facility<ul style="list-style-type: none">• cleanliness, equipment, environment• affordability (price per month)• accessibility (hours open)• meeting special needs	<ul style="list-style-type: none">• Provide accurate and comprehensive information.• Show relationships between concepts.• Draw conclusions.

ACCESSING INFORMATION

PROJECT MUST INCLUDE THE FOLLOWING:	KEY CRITERIA FROM AI RUBRIC:
<ul style="list-style-type: none">• citing sources used to gather information• comparing and contrasting the positive aspects of each program• examining qualifications of personnel, including background and certification• considering the appropriateness of the service, including physical site, affordability, and accessibility	<ul style="list-style-type: none">• Identify or cite specific sources.• Evaluate validity of source.• Provide rationale for appropriateness of source.• Demonstrate ability to access appropriate community resources to meet specific needs.• Identify the type of help available from source.

Student Response

Physical Fitness

SCALE	SCORE	COMMENTS
 Accessing Information	3	Shows evidence to apply the skill; demonstrates methods for locating a variety of sources for fitness services; provides some evaluation; not fully proficient.

FITNESS/WELLNESS PROGRAM WRITTEN REPORT

I went to the L.A. Valley College to see how there fitness & wellness program was and I saw that LAVC had a very excellent program. There special focus was on physical fitness, weight control, weight training, cardiovascular training, and stress management. The program had many different programs to choose from. They had facilities and special programs like: exercise equipment, swimming pool, gyms, nutritional counseling, and aerobic classes. This is one of the reasons why valley college has a good program.

In the fitness center there are fulltime P.E. and health instructors that are able to teach and help at any time someone has a problem. The instructor shows you and explains all the techniques you need to do for a particular exercise. It is not like a P.E. class your aloud to come any time you want, it is open during the day and night. The more you come the better health you have, and you will have a better understanding of how to exercise.

The program relates to health key concepts becuase doing these programs will help you in many aspects in health. You physically are better because of doing the program. Doing the activities helps releive tension in the body, and puts you in a more relaxed state. Many people say they enjoy the exercises because it is fun doing the programs. Mentally you feel better to meet more challenges in the day, and that is very important. Exercise brings blood into the brain which helps release the stress you may have. The program even had a